Updating the Selection Principles of Content Components in Linguistic Education of Foreign Non-Philological Students

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Abstract: The authors of this article point to the need to update the content of language education of foreign non-philological students of the Ukrainian higher education institutions. Updating the content component of the Ukrainian language teaching system as a foreign language foregrounds the following factors: the demands of a contemporary information society for the tasks and results of foreign language teaching, modern standards of language education, conditions for the teaching process organization of language disciplines to foreign students of the Ukrainian higher education institutions, and communicative needs of foreign students with a new mindset. An act of communication is considered to be the basic unit of teaching Ukrainian as a foreign language, which linguistic incarnations are discourse sentence expressions and discourse texts. An effective updating enabler of a language education content of foreign non-philological students is to identify most suitable general methodological principles for the selection of teaching materials. Techniques of educational technologies in the empirical spectrum of methodology are developed precisely in terms of linguodidactic principles. The present research theoretically substantiates the distinction of the selection principles for the content components of a language education system of foreign non-philological students. It describes the array of experimental tools for the expert assessment of practitioners as well as highlights statistical indicators of the survey results. The article also analyzes the discussion of the principles proposed by the authors for the selection of language materials for teaching Ukrainian as a foreign language to non-philological students. This article also exemplifies the results of a holistic assessment by experts of a probable application of the principles suggested in questionnaires on the selection of learning materials for textbooks / manuals that are used in the actual learning process. Statistical indicators of the imparted expert evaluation have verified the relevance to improve existing textbooks / manuals and bring them closer to communicative needs of modern foreign students with mosaic thinking, the requirements of up-to-date educational language standards, and conditions for the teaching process organization of language disciplines to foreign students of the Ukrainian higher education institutions.

Keywords: *supervisors, social assistance centers, professional environment, standard of supervision, European orientation, psychological and socio-pedagogical support.*

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1. Introduction

The active development of advanced technologies of teaching Ukrainian as a foreign language (here and after referred to as ULF) indicates the necessity of updating educational resources in accordance with needs of a modern information society and new requirements for tasks and results of teaching foreign languages.

The following dominant approaches to language education of foreign students as competency based, cognitive, communicative and activity orientated, professional communicative, and cross-cultural ones are described in ULF training methodology by I. Kushnir (2018), H. Shvets (2016), M. Tsurkan & E. Kaiser (2020), N. Ushakova (2019). The methods of ULF teaching are analyzed in it as well by Z. Bakum et al. (2019), E. Geichenko & L. Vasetskaya (2015) and I. Zozulia (2018). The anticipated learning results are set out in standardized requirements for the levels of proficiency in the Ukrainian language (A1-C2) (Mazuryk et al., 2020). Various direct (“off-line”) and mediated by electronic means (computer programs and Internet resources) ULF teaching technologies are modeled at different institutions of higher education on the basis of linguodidactic approaches and methods that are relevant to the modern language educational paradigm and in accordance with standardized requirements for the levels of proficiency in the Ukrainian language.

Modern linguodidactic approaches in general are focused on the formation of communicative competence (Bagarić & Djigunović, 2007; Berns, 1990; Luchaninova & etc., 2019; Masuda, 2012; Moeller & Catalano, 2015; Savignon, 2017; Trubitsyna et al., 2020; Young & Sachdev, 2011). We think that the need to update the content of language education of foreign non-philological students of the Ukrainian higher education institutions turns to be no less important in the context of the dynamic updating of linguodidactic approaches, methods and technologies. Currently, this issue relies in abeyance.

The unit of learning is the main structural criterion for the selection and updating of a language learning content. Only language forms that correspond to subjects of communicative interaction and a communicative situation can be taken as a unit of foreign language learning. We suggest updating the content components of ULF learning system of foreign students of non-philological specialties, focusing on a communicative act by Kushnir (2020) as a new methodological unit of the educational process.

The choice of an education unit derives from a transition between theoretical linguodidactic generalization and the selection of the education content to the organization of ULF teaching process. Admittedly, the following education units are recognized within the dominant communicative language teaching and intercultural approaches and consciously-practical method of teaching in a linguodidactic paradigm that are aimed at mastering the content component of language education by foreign students (Cecez-Kecmanovic & Janson, 2014; Deflem, 2008; Kassevich, 2001; Semeniuk & Parashchuk, 2010). These education units are: 1) sentence-utterances (in the process of mastering aspect skills); 2) texts and dialogical unities (during the acquisition of speech skills). We consider that modern psycholinguistic and linguistic discoveries allow us to look at the text verbal and dialogue verbal elements of the content of foreign language teaching, inclusively ULF, from a holistic perspective. Therefore, we suggest choosing a discursive and communicative act (which currently is typified as a complex cognitive-socio-cultural and communicative phenomenon – a communicative event) as the basic unit of ULF teaching. This phenomenon is complex one and represents all the parameters of a communicative situation by language means.

The components of a communicative act have been identified and described in our previous publications, namely: a personal level - participants (communicators) in the social and sociocultural areas; a verbal and cognitive level - communicative goals that are realized through verbal intentions, strategies and tactics; a linguistic and extralinguistic level – a discourse (as the visualization of mental and verbal activity of participants of the communicative process in language forms) (Kushnir, 2020). The analysis of the discourse features of the communicative act serves as a basis for systematization and updating of a subject and content component of the language education of foreign non-philological students, in particular updating of stable methodological principles of selection of ULF learning content.

2. Theoretical Background

2.1. Discourse and Language Training of Foreign Students

The appeal of modern linguistics to the discourse approach in the selection of language teaching material and the phenomenon of ‘discourse study’ in modern linguistics attest to the humanity of a contemporary educational paradigm, in particular the linguistic educational paradigm, amid humanistic tendencies in the modern sciences. The main area of discourse

research is the social-communicative and linguistic sociocultural space of a person (Harre & Stearns, 1995; Taylor & Tingguang, 1991). This space is created by communicators who are members of a society and cultural actors and, accordingly, perform certain social and cultural roles. While engaging in such discourses in ULF teaching process, foreign non-philological students of the Ukrainian higher education institutions develop the ability to adequately perceive, understand and interpret language products of a foreign linguistic-cultural environment, as well as possess skills of verbal encoding by creating appropriate communicative personal statements by means of a foreign language (Ukrainian).

During the 20th century with the development of scientific thought, researchers identified and described the basic features, functions, types, essence and structure of discourse. The theory of discourse has gained a considerable development in the Ukrainian scientific area in the language philosophy (Batsevyich, 2004), psycholinguistics (Kuranova, 2012), theories of verbal communication (Kassevich, 2001; Semeniuk & Parashchuk, 2010).

We have observed that the results of these scholars' scientific research allow us to identify the connection between all components of the communicative act and its language product, which is defined as discourse.

Oral communication has been regarded as a process of information exchange by verbal means aimed at setting up and maintaining interconnection and interaction between speakers. Three components of verbal communication, which should be considered as components of the communicative act from the perspective of the discourse approach, are distinguished in the following way: communicative (the information exchange between participants of communication), interactive (the organization of interaction between participants of communication), perceptual (the perception and acceptance of each other by partners in the communication that is the foundation of mutual intelligibility) (Shchukin, 2012).

Evidently, the content components of the foreign language teaching system change along with the humanization of language education (Bilotserkovets & Gubina, 2019; Kushnir, 2018; Longman, 2019; Muntian, 2017; Pentyliuk, 2012; Trubitsyna & Kaiser, 2018). Obviously, an expansion of content components of the foreign language teaching system, in particular ULF, has been the achievement of the theory of foreign language teaching development in the 20th century (Madrid & Sánchez, 2001). In this regard, there is a compelling need to update the content components of language learning of foreign students, including teaching ULF, which would correspond to the structural and semantic features of the communicative act

and discourse as a verbal-nonverbal product of the communicative interaction. Linguodidactic selection principles of relevant language resources have not been the subject of a particular study yet. Therefore, their selection and justification will constitute the article authors' own achievement.

2.2. The purpose of the research

The article aims to substantiate the updated principles for the selection of content components of a linguistic education system of foreign non-philological students, as well as to cover and analyze the results of expert assessment upon condition of the recognition of a communicative act as the basic unit of ULF teaching.

2.3. The research hypothesis

The choice of a new comprehensive communicative unit of teaching – a communicative act – will allow us in the future to create a modern system of education of foreign non-philological students of the Ukrainian higher education institutions. This system will meet requirements of modern standards of language education, conditions of the organization of teaching language disciplines for foreigners of the Ukrainian higher education institutions, and communicative needs of foreign students with a new way of thinking. Discursive sentence expressions and discursive texts are recognized as linguistic actualization of an educational communicative act. We consider that it is of the utmost importance to update the content of ULF teaching system of foreign non-philological students and, in this regard, to determine the principles for selecting educational language materials.

We think that the conclusions of linguodidactics and the theory of language communication will allow us to specify components of the content of foreign language teaching. It will have an impact on improving the quality of language education of foreign non-philological students of the Ukrainian higher education institutions. Therefore, it is reasonable to consider the components of the communicative act, which, in our opinion, should become the basis for updating the subject content of ULF teaching system. It is necessary to analyze the following content elements of the communicative act and accordingly the discourse as its linguistic and extralinguistic manifestation: a personal level – participants (communicators) in the social and sociocultural environment; verbal and cognitive level – communicative goals that are actualized through communicative intentions, strategies and tactics; linguistic-extralinguistic level – the discourse (as a manifestation of a cognitive oral activity of participants of a communicative

process in linguistic forms). We suggest distinguishing these levels of a communication process with a scientific and methodological purpose for systematizing and updating the subject-content component of ULF teaching system of foreign non-philological students. In our opinion, these parameters of a communicative act serve to be a basis for updating the permanent methodological principles for selecting educational language materials.

3. Methods

3.1. Research methodology

It is reasonably to use the following methods in order to achieve the goal and approbate the hypothesis:

- theoretical: the analysis of scientific linguophilosophical, linguopsychological, theories of language communication, linguodidactic research; systematization, generalization and synthesis of existing definitions of the content and structure of a communicative act;
- empirical: a survey of ULF lecturers who work with foreign non-philological students in order to obtain an expert assessment of the defined principles on the selection of educational language materials;
- statistical: statistical and mathematical processing of expert assessment results of specialists.

3.2. Research participants

In our opinion, in order to carry out an objective analysis of practical principles for concluding the content of language education of foreign non-philological students, practitioners were involved. The expert assessment of the selection principles of educational language materials for foreign non-philological students was carried out by ULF specialist teachers of the Department for Language Proficiency of V.N. Karazin Kharkiv National University (28 people), the Department of Linguistics, Vinnytsia National Technical University (6 people), the Department of Language Proficiency of Zaporizhzhia State Medical University (25 people), the Department of Language Proficiency of foreign citizens of Sumy State University (10 people), Educational and Scientific Center for foreign citizens training of the Ukrainian Medical Dental Academy in Poltava (10 people).

3.3. Instruments and procedure

A questionnaire was proposed to experts, the task of which was to clarify their views on the following factors:

1) awareness of the need to use special principles in the selection of educational materials for modern foreign students with a specific, in comparison with previous generations, mosaic way of thinking;

2) a general assessment of the existing textbooks on their compliance with communicative needs of foreign students, requirements of modern educational language standards, and conditions of teaching of language disciplines for foreigners of the Ukrainian higher education institutions;

3) a general assessment of the probable application of the principles suggested in the questionnaires for the selection of educational materials of textbooks /manuals used in the educational process.

We have followed H. Kolshanskii's instructions in substantiating the proposed principles: "The aspirations of linguists should be directed to the construction of such models that are closer not to formalized (semiotic) systems but to the functioning of colloquial language" (Kolshanskii, 2005, p. 54). In this regard, we are of the opinion that the basic unit of ULF teaching should be a communicative act (CA), which in the general sense is "conceptually and structurally organized by speakers fragment of the exchange of their communicative activities within the verbal contact, where the subject-sign carrier is a discourse based on a particular communicative situation" (Kuranova, 2012, p. 98).

The main fundamental principle for the selection of educational discursive texts is *the consideration of the potential ability of such a text to realize a set of content and structural components of CA* (communicative needs, social status characteristics of participants; linguistic and mental structures; communicative intentions, strategies, tactics; thematically situational, chronotopic, genre, cultural and stylistic conformity). This general principle will be implemented through partial principles, the theoretical justification of which is given below.

We consider that educational discursive texts should be of a communicative value on a first-priority basis. That is, when selecting authentic discursive texts or creating educational discursive texts for language training of foreign students, it is necessary to focus on the correspondence to communicative and situational topics and communicative roles, depending on the stage of teaching and the level of language proficiency. For example, it is better for foreign students of the Ukrainian medical higher education institutions to focus on standardized requirements

for proficiency in Ukrainian as a foreign language B2 (Council of Europe, 2001; Mazuryk et al., 2020): the topic “Person: Profession and Type of Employment”; a situation “Case Conference”; communicative roles “strangers – a doctor / a patient, colleagues – participants of a discussion”. Thus, the first selection principle of educational materials is the principle of *the correspondence to actual communicative and situational topics and communicative roles*.

Participants of a communicative act use a limited genre repertoire in typical communication situations. Therefore, a genre typology should be considered in the selection of educational discursive texts. Thus, for the above example, it is advisable to choose such genre forms as oral monologic statement reflections, written description of a patient medical record, formal dialogue-interview of a patient, formal dialogue-discussion of specialists, oral monologic instructions for a patient, written monologic recommendations and prescriptions. In this regard, we can determine the following *principle of the compliance with the current genre typology*.

As mentioned in the previous narrative of this subsection, the communicative intentions of speakers are realized in each discursive text. Necessary verbal intentions of participants of a communicative act of a professional case conference for the analyzed example are the following ones: greeting / goodbye, contacting, introducing yourself and others, thanking / apologizing, requesting information, expressing assumptions, expressing a condition and an effect, expressing conclusions, expressing advice and recommendations. Taking into account the presence of relevant for certain CA language intensities in educational discursive texts potentially activates the motivation for learning a foreign language. Therefore, to select the content of a foreign language education, *the principle of actualizing necessary communicative intentions in the content of a text should be as follows*.

Any communicative intentions at the linguistic level of an educational discursive text are crystallized through lexical units and grammatical syntactic structures. Therefore, in order to determine the following principles, it is necessary to analyze the principles in the selection of educational lexical and grammatical means developed by the theory of foreign language teaching.

It is well-known that the purpose of a vocabulary selection for ULF classes is to determine the apportioned minimum of words that must be mastered by foreign students within the allotted time during one lesson and divided into a set of classes within one topic. The creation of such a minimum is carried out on the basis of the general correlation with the selection of training basic dictionary in accordance with ULF acquisition at the required level (in our case B2). As A. Shchukin notes, “While compiling

a basic dictionary, specialists are guided by specially developed principles, which are the measurement features of the assessment of vocabulary items involved in such a minimum” (2012, p. 110). It is appropriate to divide all principles into three categories by the nature of these evaluation features: statistical, linguistic and methodological ones. As a matter of our own experience of teaching ULF for foreign medical students, it should be noted that we can determine the methodological value of selection principles of educational basic grammar and vocabulary that are described by A. Shchukin (2012).

Taking into account the statistical principles of frequency, prevalence, usability and necessity will allow us to select lexical units for educational purposes. They are the most commonly used by native speakers and most necessary for actualization of all parameters of an extralinguistic context of a certain communicative event reflected in a discursive text.

Considering the linguistic principles of consistency, stylistic infinity, or, conversely, labeling, semantic value, and polysemy of word-formation value will allow us to select functionally significant lexical units.

Taking into consideration the methodical principles of correspondence with a communication topic, the correspondence of receptive perception or productive use will allow us to organize the lexical units and to distribute, depending on the program time quantization of a topic of practical ULF lesson.

It should be pointed out that the necessary educational discursive texts should be lexically intensive in accordance with the above selection principles of educational vocabulary. Thus, the following methodological principle for selecting the content of language education is *statistical, linguistic and methodical lexical saturation of an educational discursive text*.

Grammatical means of communication (word-formative, morphological, and syntactic) are linguistic units that are both carriers of grammatical properties of the Ukrainian language and means of expressing morpho-grammatical meanings and syntactic relations (Yashenkova, 2010). Knowledge about them and the ability to use will allow avoiding conversational unsuitableness between participants of a communicative act. Traditionally, grammar is distinguished into an independent aspect of foreign language teaching (Shchukin, 2012). We point out that highlighting the following selection principle of teaching the language content will allow practitioners to implement the basic principles of so-called “theory of communicative grammar”, developed by Yu. Passov (2015), and activate motivation for teaching ULF among foreign medical students.

According to the dominant conscious and practical method in modern methodology of teaching foreign languages of an inflectional type, founded by B. Beliaiev, “a determinative factor in teaching should be foreign language practice, and the practice must be preceded by familiarization of learners with the theoretical language data” (Shchukin, 2012 p. 137). It is noteworthy that the theoretical data of a language grammatical aspect is presented in most textbooks in the form of linguistic samples – sentences that demonstrate the functional features of a grammatical system of the language of an inflected type.

Mastering the grammatical content of ULF involves the advancement from knowledge of communicative and functional features of grammatical and syntactic language forms to verbal skills and abilities. According to the textocentric approach to ULF teaching, the basic educational unit is a text, on the basis of which the formation and development of these skills and abilities is carried out. Classically, the principle of level dependent grammatical correspondence of the morpho-syntactic structures of an educational text (referring to the level of language proficiency) is determined in the selection of educational texts for teaching of ULF methodology of the 20th century.

The experience of our practical activity and scientific-theoretical comprehension of actual ULF practical classes shows that the application of this method of teaching a foreign language and selection of the corresponding principle of language materials is not fully effective. In our opinion, this situation is caused by the following factors: firstly, a change in the characteristics of cognitive processes of perception and assimilation of information by modern youth with mosaic way of thinking (which requires the reorientation from linear-sequential presentation of knowledge to block-clustered one); secondly, the objective conditions for the educational process organization at the Ukrainian higher education institutions, when there is a global reduction of a humanitarian component of education, in particular, a significant reduction of in-class hours of ULF learning.

These factors induce the search for new ways to ensure the effectiveness of the educational process and the preservation of quality indicators. We consider that it should be done at the content level of language education, especially of foreign medical students. The quality of their professional training directly depends on their communication skills (which were substantiated in Part 1 of this thesis research). We think that the transformation of a traditional principle of a level dependent grammatical correspondence of morpho-syntactic structures of an educational text will affect the smoothing out this contradiction.

We suggest using neither structurally relevant sentences nor texts later for the presentation of the grammatical aspect of ULF teaching, but sentence expressions and text expressions (which we name 'discursive texts'). These are the sentences with their functional properties of grammatical structures and texts with functional properties of syntactic structures that realize one or a set of communicative roles or intentions that are currently central for a theme or a situation. The effectiveness of this methodological proposal is proved by results of the experimental teaching of foreign students of the Ukrainian medical higher education institutions.

Thus, it is necessary to define one more selection principle of the content of language education. It is *the principle of taking into account the ability of morpho-grammatical and syntactic structures of educational discursive texts to implement communicative intentions that are relevant to communicative needs of participants of a learning activity as well as a learning stage, and a level of language proficiency.*

Practicing teachers have been involved in order to make a fact-based analysis of identified by us and substantiated in previous statements selection principles of semantic elements of language learning of foreign non-philological students. Chief experts have been offered three questionnaires.

By means of the first questionnaire, we have found out whether they consider it expedient to adhere to the following principles in the selection of language resources for ULF teaching to foreign students of Ukrainian higher education institutions (language proficiency at the level of B1 to B2): 1) taking into account the potential of an educational discursive text to implement a set of content and structural components of the communicative act; 2) compliance with current communicative and situational topics and communicative roles; 3) compliance with a current genre typology; actualization in the content of an educational discursive text of necessary communicative intentions; the statistical, linguistic and methodical lexical saturation of an educational discursive text; taking into account the ability of morpho-grammatical and syntactic structures of educational discursive texts to implement communicative intentions that are relevant to communicative needs of participants of a learning activity as well as a learning stage and a level of language proficiency.

The second questionnaire offered to provide information on contingents of foreign non-philological students and holistically evaluate the textbooks they use in terms of their compliance with communicative needs of foreign students, the latest language education standards, as well as conditions for the teaching process organization of language disciplines to foreign students of the Ukrainian higher education institutions.

The third questionnaire helped us identify a truthful overview of the probable application of principles proposed by the authors in the selection of learning resources for textbooks and learning aids that are used in teaching Ukrainian as a foreign language.

4. Results

A survey of 79 ULF teachers for foreign non-philological students at 5 Ukrainian higher education institutions, where our study was conducted, showed that 80% of respondents consider it important and necessary to use our proposed principles in the selection of teaching materials for modern foreign students with a specific mosaic way of thinking compared to previous generations.

Source: authors' own contribution

Regarding the compliance of existing textbooks / manuals with factors relevant to modern language education, the experts point to the following: 1) the compliance with communicative needs of foreign students by 67%; 2) requirements of modern educational language standards by 42%; 3) conditions for the organization of language disciplines teaching for foreigners of the Ukrainian higher education institutions by 70%.

Source: authors' own contribution

The general assessment of the probable application of the selection principles, suggested in the questionnaires for teaching materials of used in the educational process textbooks /manuals, showed the following results: a) the principle of the consideration of a potential ability of an educational discursive text to realize a set of content and structural components of CA– 42.5%; b) the principle of the correspondence to actual communicative and situational topics and communicative roles– 87.5%; c) the principle of the compliance with the current genre typology – 12.5%; d) the principle of actualizing necessary communicative intentions in the content of an educational discursive text– 95%; e) the principle of statistical, linguistic and methodical lexical saturation of an educational discursive text – 72.5%; f) the principle of taking into account the ability of morpho-grammatical and syntactic structures of educational discursive texts to implement communicative intentions that are relevant to communicative needs of participants of the educational process, a teaching stage, and a level of language proficiency – 92.5%.

Source: authors' own contribution

5. Discussion

The content of teaching foreign languages changes in accordance with the goals and conditions of teaching at a particular stage in the historical development of the education system. The principles of selection of language materials for teaching ULF, which we described and the experts analyzed, include elements of traditional principles for the methodology and new principles focused on the cognitive characteristics of modern students with clip thinking. The principles described above correspond to the criteria proposed earlier in the methodology by G. Neuner (1996) for the selection and organization of language material for teaching foreign languages, such as: personality-oriented (on the abilities and needs of students) and linguodidactic (based on the achievements of the development of the methodology).

Most experts have identified the relevancy of our proposed selection principles of language materials for teaching ULF to foreign non-philological students. However, some experts note the partial importance of using *the principle of the consideration of a potential ability of an educational discursive text to realize a set of content and structural components of CA* and *the principle of the compliance with the current genre typology*. We consider these principles to be invariant because they provide concentricity and contextuality of educational materials that are necessary for modern students with a mosaic way of

thinking. It will contribute to the intensification and dynamism of the educational process.

Additionally, experts point to the importance of the following principles: authenticity of textual materials, novelty and modernity, accessibility of educational textual materials, feasibility, and a sociocultural value. We think that these principles rightly specify our proposed *principle of the consideration of a potential ability of an educational discursive text to realize a set of content and structural components of CA*. Moreover, respondents have noted the applicability of the principles of interdisciplinary coordination, systematic and consistent introduction of educational materials. In our opinion, the compliance with these principles is important for structuring the selected language materials.

The expert assessment of existing textbooks/manuals compliance with factors relevant to modern language education showed the highest percentage of correlation with conditions of teaching language disciplines for foreigners of the Ukrainian higher education institutions and the lowest percentage of the correspondence to requirements of modern educational language standards. Therefore, updating the content of language education for foreign non-philological students of the Ukrainian higher education institutions will be a guarantee of improving the quality of both their language and professional education.

The evaluation results of the probable application of proposed selection principles of teaching materials of textbooks/manuals, used in the educational process, showed that the least realized one is *the principle of the consideration of a potential ability of an educational discursive text to realize a set of content and structural components of CA*. Almost unrealized principle is *the principle of the compliance with the current genre typology*. These indicators testify to the novelty of CA use as the main teaching unit. It was substantiated above and experimentally tested in the practice of teaching ULF to foreign medical students at V.N. Karazin Kharkiv National University.

It should be noted that despite to some comments, experts, as well as us, are considering the selection of the ULF training content with a prediction for achieving the general goal of training, which implies the formation of the ability to communicate in a foreign language in typical social, educational, academic and professional intercultural situations within the learned program language material.

The research process revealed some limitations: 1) the sample included teaching materials only for foreign non-philological students; 2) the absence of a unified standard program for ULF, regulating the set of necessary topics and situations. In this regard, we consider it expedient to

analyze the content of education of foreign students-philologists, as well as to coordinate the development of curriculum for the disciplines of the linguistic cycle for foreign students of Ukrainian universities.

6. Conclusions

The content of learning is a category that is constant changes and develops, contains information about the ways of students, their cognitive features, related to the pedagogical strategies of a foreign language teacher, has a subjective nature and affects the selection and use of specific content of foreign language learning. As a transition between theoretical linguodidactic generalization and selection of the content of education to the organization of the educational process of teaching ULF there is a choice of the unit of study and the principles of compiling educational materials.

Thus, expert assessment results determine the practicability of the following principles that are substantiated in our research: the principle of the consideration of a potential ability of an educational discursive text to realize a set of content and structural components of CA; the principle of the correspondence to actual communicative and situational topics and communicative roles; the principle of the compliance with the current genre typology; the principle of actualizing necessary communicative intentions in the content of an educational discursive text; the principle of statistical, linguistic and methodical lexical saturation of an educational discursive text; the principle of taking into account the ability of morpho-grammatical and syntactic structures of educational discursive texts to implement communicative intentions relevant to communicative needs of participants of the educational process, a teaching stage, and a level of language proficiency.

The holistic expert evaluation of educational materials on ULF teaching of foreign non-philological students identified the need to improve existing textbooks/manuals to bring them closer to communicative needs of modern foreign students with a mosaic way of thinking; requirements of modern educational language standards, and organization conditions for teaching language disciplines of foreigners at the Ukrainian higher education institutions.

The analysis of the survey results proves the relevance of our initial hypothesis that a new comprehensive communicative unit of education – a communicative act – will allow creating a modern system of ULF teaching of foreign non-philological students of the Ukrainian higher education institutions in the future. It will meet up-to-date standards of language

education, the organization conditions of teaching of language disciplines of foreigners at the Ukrainian higher education institutions; communicative needs of foreign students with a new mindset. The theoretical substantiation and the description of experimental testing of the latest model of ULF teaching to foreign non-philological students is the prospect of conducting our thesis research.

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